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AN ANALYSIS OF PUBLIC HIGH SCHOOL NEWSPAPERS IN MASSACHUSETTS

Submitted by

Albert L. Bradley, Jr.

(B. S. in Journalism, Boston University, 1946)

In Partial Fulfillment

of the Requirements for the Degree

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CHAPTER I

THE PURPOSE AND METHOD OF THE ANALYSIS

It is the contention of the investigator that newspapers are important in our secondary schools as morale builders, organs for the dissemination of essential information to students, school authorities and the general public, and as sources for beneficial training to more than half a million youngsters throughout the United States. Also, it appears evident to the investigator that New England secondary schools have not kept pace with other sections of the country in the field of school publications.

These observations will be borne out in this study by specific references to current literature in the field of school publications.

THE PURPOSE

Statement of the problem.--One purpose of this study was to secure information concerning the newspapers published by the public high schools of Massachusetts. This information was obtained from general questionnaires sent to selected high schools in the state. The questionnaires were not, however, the only criteria for analysis. The information, thus obtained, has been correlated with information secured from current literature in the field. A third step in the analysis was the actual evaluation of newspapers forwarded to the investigator from various schools. Thus, three criteria of

equal importance have served in the approach to this study.

Through correlation of all the materials mentioned, and by means of careful analysis of their significance to one another, the writer has attempted to point out what he considers the defects and strong points of Massachusetts high school newspapers, both in groups and individually, as contrasted to the best practices in use elsewhere in the United States.

In addition to the extensive research incorporated in this study, the investigator has contributed his own personal knowledge in the newspaper field, gained from four years of undergraduate study and three and a half years of professional experience.

Importance of the study.--A study of the Bibliographies of Research Studies in Education from 1928 to 1940 revealed similar work being done in other parts of the country. Because the Bibliography has not been published since 1940, a list of theses written since then in the fields of Journalism and school publications and reported to the United States Office of Education was obtained through the cooperation of Susan O. Futterer, Acting Librarian of the U. S. Office of Education. The following list of theses includes all those dealing with secondary school publications in specific states. Although various other theses dealt with high school newspapers on a nation-wide basis of selection and evaluation, or with

elementary school and college publications, or with annuals and magazines, they have been omitted in this list. The writer has done this because he considers them too remote from the present study to be included.

The theses which the writer considers closely related to his own study are listed below.

Batcher, Betty V. R. A study of the newspapers in senior high schools of Texas. Master's, 1944. University of Texas.

Beatty, Winifred. An analytical and descriptive account of news publications in the high schools of the Chicago area. Master's, 1930. Northwestern University.

Beinert, Carl John. Practices in publishing, managing, printing, and financing pupil produced newspapers in the public high schools of Iowa. Master's, 1940. Iowa State. 49 p. ms.

Butcher, Walt W. A critical analysis of Kansas high-school newspapers. Master's, 1934. Kansas State Teachers College, Emporia.

Coe, Wilfred C. A study of make-up, management, and content of high-school newspapers. Master's, 1928. University of Chicago, Chicago, Illinois. 70 p. ms.

Cooper, Alvin Carl. A study of student publications in the white accredited secondary public schools in Virginia. Master's, 1931. Virginia.

Davis, Myrtle C. A study of student publications in the smaller secondary schools of Pennsylvania. Master's, 1936. Temple. 89 p. ms.

Ellis, William Geiger. A study of student publications in the secondary schools of New Jersey. Master's, 1935. Temple. 82 p. ms.

Hunt, Jean. The status of the mimeographed secondary school newspaper in the state of Colorado. Master's, 1939. Colorado State College of Education.

Kearney, S. Jeanne. A survey of the financing of high school newspapers in South Dakota. Master's, 1935. South Dakota. 53 p. ms.

Kern, Donald W. A survey of North Carolina school newspapers. Master's, 1940. Duke University. 87 p. ms.

Loper, Orville P. A survey of high school newspapers in Henry, Louise and Washington counties, State of Iowa. Master's, 1943. Drake University.

Manley, Bruce J. The extent to which certain writing techniques and journalistic policies are used in Michigan high school newspapers. Master's, 1940. Michigan.

Michaelsohn, W. E. The school newspaper in North Dakota. Master's, 1929. University of North Dakota, Grand Forks. 97 p. ms.

Nance, Herbert T. Status of the newspaper in Tennessee public county high schools. Master's, 1938. Peabody. 47 p. ms.

Norton, Randolph. Student newspapers in the high schools of West Virginia. Master's, 1934. Duke. 78 p. ms.

Prendergast, James Joseph. Business practices in publication and financing of high school newspapers in Washington, Oregon and California. Master's, 1940. Washington. 120 p. ms.

Redding, Clifford McN. A study of administrative facts comparing high school publications in the State of Florida. Master's, 1945. University of Florida.

Rudesul, Ethel E. Business management of newspapers in the larger high schools of California. Master's, 1943. Oregon State College. 95 p. ms.

Slack, Jennie F. A survey of student publications in the smaller high schools of the State of Indiana. Master's, 1938. Indiana State Teachers College. 46 p. ms.

Springer, Paul. A study of student publications in the public high schools of New Mexico. Master's, 1941. University of New Mexico.

Stollar, Paul Stewart. The printing and management of student publications in the larger high schools of California. Master's, 1930. Stanford University, California.

Thayer, Helen M. A study of the content of newspapers in the senior high schools of New Jersey. Master's, 1939. Temple. 63 p. ms.

Thomason, Doyle. An analysis of certain high school newspapers of Arkansas. Master's, 1934. Peabody. 62 p. ms.

Tiedman, Henry G. Current practice in financing high school publications in Minnesota. Master's, 1933. Iowa. 176 p. ms.

Torgeson, Helen A. A study of school publications and duplicated materials supervised by the business teachers of Kansas high schools. Master's, 1943. Kansas State Teachers College, Pittsburg. 79 p. ms.

A study of the above list of theses discloses that within the past nineteen years, the secondary school publications in eighteen states have been investigated, many of them more than once. A further study of the list reveals that every geographical section of the country is represented in the studies with the exception of one--New England. It is also an interesting fact that studies of elementary school and college publications, and studies concerned with Journalism in the secondary schools, include no New England states within their scope. The only way in which New England Journalism or publications have figured in such studies is as individual schools or publications as parts of nation-wide studies, and it is evident that such widely scattered samplings in such studies can give no adequate picture of New England Journalism or publications.

Fully as interesting, in completing the picture of New England's position in this field of study, is the fact that the extensive research undertaken in this project revealed

that not a single bit of writing in the twenty-nine periodical articles listed in the bibliography, emanated from New England.

A. Russell Mack, Supervisor of Secondary Education in Massachusetts, declared[1] that he was unaware of any work having been done in the field in Massachusetts, either in the past or at present.

Joseph M. Murphy, formerly of Massachusetts and now Director of the Columbia Scholastic Press Association, informed[2] the writer that he knew of no similar work being done in this section of the country.

Prof. Max R. Grossman, former Head of the Department of Journalism at Boston University, deemed[3] such a study a worthy contribution to the field of Journalism in the state.

More than 75% of those schools returning questionnaires evinced an interest in the results of the study.

Further demonstrating the importance of such a study is the amount of work being done in other sections of the country, especially during recent years. Research revealed that much more writing in the field has been done during the past five years than in any previous similar period.

Thus, we are made aware of an awakening interest throughout the nation in both Journalism and in school publications,

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1/ Personal interview with A. Russell Mack, May 26, 1947.

2/ Personal letter from Joseph M. Murphy, dated May 23, 1947.

3/ Personal interview with Max R. Grossman, March 5, 1947.

and, at the same time, we observe a dearth of material on the subject in this section of the country. Because of the lack of research in New England, the writer has approached his analysis of Massachusetts public high school newspapers from the standpoint that the best contribution at this time would be a general over-all picture of the school newspapers in the state. However, it is realized that an entire thesis could be written upon any one of the single fields covered by this study, such as advertising, financing, mechanical production, make-up, etc. This does not mean that the study is incomplete or loosely constructed. On the contrary, the writer believes the field of secondary school newspapers in Massachusetts has been thoroughly covered. Of course, many technicalities have been purposely avoided as having no place in such a general study. It is hoped that this work may help those who will later do research work in the more specialized fields of scholastic newspaper production in Massachusetts.

It should be noted here that when secondary schools or high schools are referred to in this study that the terms apply to both three and four year high schools. The writer has seen no need to distinguish between the two types in a general study of this nature.

METHOD OF INVESTIGATION

As stated earlier, the writer has approached the problem of analysis from three divergent directions.

The initial step, chronologically, was thorough research in the field on a nation-wide basis. This research was particularly thorough in the periodical field, and although some of the references listed in the bibliography date back a number of years, the majority of them are taken from recent issues of magazines. Other sources of information used in the study include text books, theses, manuals, monographs, personal letters and interviews. When these sources are used, they are indicated in the footnotes and, in addition, are listed in the bibliography.

In securing the many research references used herein, use was made of the Journalism library in the Department of Journalism at Boston University, through the cooperation of Professor Grossman. Other sources used in compiling research materials were the Reader's Guide to Periodical Literature and the bibliographies of text books and theses. The most recent issues of periodicals were scanned for additional data unobtainable elsewhere. The best and most pertinent material thus obtained has been carefully selected and used as a foundation for the thesis, obeying the cardinal principle that a thesis must be based on verifiable evidence and not alone upon the unsupported opinion of the writer.

A questionnaire constituted the second phase of investigation in the study. Copies of the questionnaire were sent to 152 public high schools in Massachusetts. To avoid sending

questionnaires to those schools not publishing newspapers, a list, compiled from biennial surveys of Massachusetts public high schools, was acquired from the office of A. Russell Mack. The compilation indicated those schools publishing newspapers, magazines and yearbooks. The information obtained has been tabulated by the writer and is presented in Table I.

TABLE I

REPORT OF SCHOOL PUBLICATIONS IN MASSACHUSETTS PUBLIC HIGH SCHOOLS ACCORDING TO BIENNIAL SURVEYS, 1944-45

Total number of high schools in Mass	258
Publishing magazine, newspaper or yearbook	222
Publishing newspaper	84
Publishing magazine	133
Publishing newspaper <u>and</u> magazine	17
Publishing only a yearbook	21
No publication listed	36

It may be noted from the above table that only 84 of the 258 public secondary schools in the state are listed as publishers of newspapers. This represents 32.6%, or less than one third of the high schools in Massachusetts. It is also interesting to note that 57 schools reported no publication or publication of only a yearbook. This represents 18.2%, or almost one fifth of the schools in the state with no periodical other than a yearbook.

Questionnaires were sent to the 84 schools listed as publishers of newspapers. In addition, because the above mentioned list was two years old at the time this study was

made, it was supplemented by an additional list obtained from Joseph M. Murphy, comprised of Massachusetts high school newspapers and magazines registered with the Columbia Scholastic Press Association. This list included both newspapers and magazines, and it was impossible to determine from it which schools published newspapers and which schools produced magazines, as the association made no distinction between the two forms in the compilation. This necessitated the forwarding of 68 additional questionnaires to schools not listed as publishers of newspapers in the list obtained from the Massachusetts Department of Education.

The original list was supplemented because it was two years old at the time of this survey, and the writer believed that it might therefore contain a slight margin of error. This proved to be the case when the returns were received. Of the 91 questionnaires returned, 40 were from schools not publishing newspapers. Of the 51 questionnaires returned from schools listed with the Massachusetts Department of Education as publishers of newspapers, only three schools indicated that they no longer published newspapers. Returns from schools on the supplemental list included only three schools which produced newspapers.

Thus, the three schools from the original list which indicated they had no newspaper, were offset by the three schools from the supplemental list of the Columbia Scholastic Press

Association which indicated that they did publish a newspaper. Therefore, in speaking of questionnaire returns hereafter in this study, the writer will refer only to returns from the 51 schools publishing newspapers, and may justifiably assume that there are 84 public secondary schools in the state which publish newspapers, for the slight margin of error present in the original list was offset perfectly by returns from other schools. The total returns from the 152 high schools will serve only as an instrument of validation in the next section of this chapter.

The mimeographed questionnaires were mailed May 24th and 25th, 1947, accompanied by letters addressed to the principals of the schools, who were asked to have the newspaper advisers in their schools fill out the questionnaires and return them in the stamped, self-addressed envelopes provided for that purpose. Addresses of the schools and the names of the principals were obtained from the Educational Directory, 1947, a Bulletin of the Department of Education, Commonwealth of Massachusetts. Copies of the letter and questionnaire sent to the schools are included in the appendix.

In preparing and distributing the questionnaire and the covering letter of transmittal, the writer was indebted to Dr. Mary Agnella Gunn, Associate Professor of Education at the School of Education, Boston University, and Prof. Max R. Grossman, former Head of the Department of Journalism at

Boston University, for their helpful suggestions.

The accompanying letter assured the principals of the schools that no school would be subject to criticism in the study. The letter also sought to explain clearly the purpose of the study and to justify its worth by mentioning the professors at Boston University directing the work. It also endeavored to motivate response by referring to the ease of completing the form and returning it in the enclosed, self-addressed, stamped envelope.

The third step in completing the analysis involved the actual evaluation of newspapers which the principals or advisers were requested to return with the completed questionnaires. These evaluations are incorporated in the various chapters dealing with the different phases of newspaper production. In the work of evaluation, use has been made of newspaper rating sheets[1] furnished by Director Murphy of the Columbia Scholastic Press Association.

VALIDITY AND RELIABILITY OF THE QUESTIONNAIRE

Definition of Terms.--Validity in a questionnaire study is measured by the tendency of the questionnaire to determine what it purports to determine. Reliability, in terms of measurement, expresses the consistency with which an instrument

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1/ Lambert Greenawalt and Simon Hochberger, Primer of School Newspaper Technique. pp. 27-32.

measures what it is designed to measure. In a questionnaire study the two terms overlap, and it may readily be seen that a poorly worded question elicits neither the proper information (validity) nor evokes answers consistent with one another (reliability). On the other hand, a question which elicits proper information will evoke answers consistent with one another, yet answers may be consistent with one another and not elicit the proper information. Therefore, a questionnaire which is valid must also be reliable, but it may be reliable without being valid.[1]

Validity will be established for this study by showing the distribution of returns to be representative, by showing the unequivocal nature of the question, and by showing the absence of selection in failure to respond, as suggested by Koos[2].

Distribution of Returns by Size of Schools.--Despite the relatively small number of schools considered in the survey, an effective instrument for validation was acquired by dividing the 84 schools into groups of small, medium and large according to their enrollments. All schools with 250 students or less were arbitrarily placed in the small group, those with enrollments between 251 and 750 were considered medium schools, and

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1/ Harry A. Greene, Albert N. Jorgensen and J. Raymond Gerberich, Measurement and Evaluation in the Secondary School. p. 61.

2/ Leonard V. Koos, The Questionnaire in Education.

schools with more than 750 students were considered large. As stated previously, these figures include both three and four year high schools.

The enrollment figures for the schools returning questionnaires were taken from question I-A of the questionnaire. The enrollments of the remaining 33 schools, which had failed to respond, were acquired from the 1946-47 Biennial Surveys in the Massachusetts Department of Education. At the same time, the enrollments reported in the questionnaires were checked against the biennial survey enrollment figures and found to contain an error of less than 1%. Thus a high validity was established when an answer on the questionnaire was compared with an outside source.

Table II illustrates the results of the distribution by size of schools.

TABLE II

QUESTIONNAIRE RETURNS BY SIZE OF SCHOOLS

	Total Sch's. in Surv.	No. Rtrns. from Sch's.	No. Sch's. not Answ.	% Rtrns. from Sch's.
Small	17	7	10	41.2%
Medium	29	18	11	62.0%
Large	38	26	12	68.4%
Totals	84	51	33	60.7%

It may be seen from the table that the percentage of returns grows progressively larger from the small schools to the large schools. This seems to indicate that there is a slight degree of selectivity here, in which the large schools, usually producing better newspapers because of their better facilities, are more ready to answer queries concerning their work. However, returns from the large and medium schools show a marked degree of correlation with the total returns from the entire state, while the smaller schools actually responded much better than was expected. In fact, the validity of the returns is not marred through the discrepancy in returns from the smaller schools in comparison with the total returns, because of the small number of schools considered in that category. Looking at the returns from the medium and large schools, in which greater numbers of schools are considered, we find there a high degree of validity.

Geographical Distribution of Returns.--Here again, in dividing the schools considered in the survey, into separate geographical areas, as was discovered when they were divided according to size, we find that the most significant results are obtained when dealing with areas in which the largest numbers of schools occur.

In Table III the schools have been divided according to the counties in which they are located.

TABLE III

DISTRIBUTION OF RETURNS BY COUNTIES

	Total Sch's. in Surv.	No. Rtrns. from Sch's.	No. Sch's. not Answ.	% Rtrns. from Sch's.
Barnstable	2	--	2	00.0%
Berkshire	5	3	2	60.0%
Bristol	7	5	2	71.4%
Dukes	2	--	2	00.0%
Essex	5	3	2	60.0%
Franklin	5	3	2	60.0%
Hampden	7	5	2	71.4%
Hampshire	5	4	1	80.0%
Middlesex	16	9	7	56.3%
Norfolk	6	3	3	50.0%
Plymouth	7	6	1	85.7%
Suffolk	2	1	1	50.0%
Worcester	15	9	6	60.0%
Totals	84	51	33	60.7%

As pointed out, when we look at Middlesex and Worcester counties, in which the largest numbers of schools considered in the survey occur, we find percentages of returns which compare very closely with the total returns from the entire state, thereby establishing a high validity. These are really the only two counties which can serve statistically in a computation, as the remaining counties would be affected too much one way or the other by the displacing of a single questionnaire. However, a number of other counties display a close agreement with the total state returns. It is evident that,

despite the small numbers involved in this tabulation the validity is amazingly high, and the returns are well distributed throughout the state.

Number of Students Considered in Survey.--The total enrollment of the schools considered in this survey was computed from the questionnaire and from records available in the Massachusetts Department of Education, as explained previously in the section concerning the distribution of returns by size of schools, and, as mentioned before, an error of less than 1% was found in the figures reported on the questionnaire.

It was found that a total of 60,808 pupils attended the schools considered in the survey. In the schools returning the questionnaire, 39,432 students were enrolled, while 21,376 pupils were enrolled in the schools not reporting.

It was found that the 39,432 enrollment figure for the reporting schools constituted a percentage of 64.8. Although slightly higher, this percentage closely approximates the percentage of the total number of schools reporting (60.7%), and establishes a significant measure of validity in this consideration of school enrollments.

Analysis of Questions and Answers.--Since a valid question must elicit the proper information, as was pointed out in the definition of the term, the suggestions of Koos[1] have been followed in rating the questionnaire items, as shown in the

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1/ Leonard V. Koos, The Questionnaire in Education. p. 75.

following table.

TABLE IV

CLASSIFICATION OF TYPES OF ANSWERS REQUIRED BY QUESTIONNAIRE

		Number
1.	Simple information	16
2.	Variable verbal responses	0
3.	Yes or No	15
4.	Checking	7
5.	Ranking	0
6.	Rating	0
7.	Weighting	0
	Total	38

Koos accordingly designates "simple information" and "readily tabulatable" data as possessing a "definite and relatively unequivocal character". Items 1, 3 and 4 of Table IV would definitely come under these heads, and, as indicated in the table, all the items fell into one or another of these categories.

There was a total of 34 questions asked on the questionnaire. Three of the questions were combinations of checking and simple information, while one question combined a yes or no answer with simple information. This explains the 38 items listed in the table.

There were some questions which a very few schools failed to answer correctly, but the percentage was so small that it was negligible and must be attributed to oversight on the part of the persons filling out the questionnaires. These lapses will be pointed out in the various sections of the thesis

which are concerned with them.

Absence of Selection in Failure to Respond.--The final criterion to be considered in the validation of the questionnaire concerned a demonstration of the absence of selection in failure to respond. Here, use was made of the returns from schools not publishing newspapers. As already pointed out, the total return from schools with newspapers was 51 out of 84 for a percentage of 60.7. The total return of 91 questionnaires from a total of 152 renders a figure of 59.9%. Of the 68 schools having no newspapers, a return of 40 questionnaires results in a percentage of 58.8.

These close approximations show a decidedly high degree of validity in the absence of selection in failure to respond. A tabulation of the above figures is made in Table V.

TABLE V

ABSENCE OF SELECTION IN FAILURE TO RESPOND

	No. Sch's. Surv.	No. Sch's. Rtrn. Ques.	Sch's. not Rtrn. Ques.	% Sch's. Rtrn. Ques.
Schools with newspaper	84	51	33	60.7%
Schools without newspaper	68	40	28	58.8%
Total schools surveyed	152	91	61	59.9%

Reliability of the Questionnaire.--Although it has been stated that validity establishes reliability, Koos[1] suggests

1/ Leonard V. Koos, The Questionnaire in Education. p. 100.

that questionnaire items be analyzed in terms of fact questions and opinion questions or combinations of both. Then, Koos suggests that we analyze the ability and willingness to answer the questions, to further establish reliability. Items III-B and IV-G of the questionnaire are the only opinion questions, and no schools reporting showed a lack of ability or willingness to answer them. Item V-G, a fact question, asked the schools to indicate the approximate percentage of increase in printers' costs since 1939. Because of the lapse of time since 1939, some schools indicated their inability to answer the question. This, however, was the only item in the questionnaire which a significant number of schools revealed an inability to answer. Only one school indicated unwillingness to answer any question and returned a blank questionnaire. However, this was due to the fact that the school newspaper had just passed through a period of reorganization, and the principal indicated that any answers to the questions would not be indicative of a normal year for the publication.

SUMMARY

It was explained that this thesis would constitute an analysis of the high school newspapers in Massachusetts. It has been carefully pointed out that such work is being done in other sections of the country, but that there is no evidence of any such studies being made in New England. The three point approach to the problem of analysis was described

as embodying research, a questionnaire study and actual evaluation.

Validity and reliability of the questionnaire were established by analysis of the returns as a representative cross section, by showing the distribution of returns to be representative, by revealing the unequivocal nature of the questions, by demonstrating the absence of selection in failure to respond, and by analysis of the questions asked. The slight tendency of selectivity between large schools and small schools was pointed out, and other limitations have been implied in the extent to which the questionnaire is not valid and/or reliable.

CHAPTER II

WHY A NEWSPAPER?

The above chapter heading is interpreted in two different ways for the purposes of this study. First: Why did the writer analyze only newspapers in the state when there are many more magazines than newspapers published in Massachusetts high schools? Secondly: Why should secondary schools publish newspapers?

The first question may be answered simply by pointing out that school magazines are quite different from school newspapers, and to attempt to analyze both in the same study would be almost an impossibility and lead to a great deal of confusion. In the question of circulation the frequency of publication is much greater in the case of newspapers than in magazines.[1] Financing and advertising are likely to be totally different in the two because many magazines do not carry advertising to help defray expenses. Also, in this connection, magazines are usually much more expensive to produce. The mechanics of production differ between the two forms, especially in the matter of makeup. Perhaps the greatest disparity between the two would appear in the differences in writing techniques employed in the separate forms. Then, too, the writer is strongly prejudiced in favor of newspapers, and his experience lies in that field.

1/ John H. Millar, Why the School Newspaper is of Value to Superintendents. pp. 34-40.

The advantages which a newspaper enjoys over a magazine in our schools are expressed by John H. Millar in The Nation's Schools[1]. He lists these advantages in a manner similar to the following:

1. Less costly, proportionately.
2. Appeals to nearly everyone--magazine appeal limited.
3. More training for more people.
4. Usually published oftener.
5. More of a force for intelligent leadership.
6. Good job gives school more publicity.

The writer considers the fourth item in the above list the most important advantage of a newspaper over a magazine. In order to appeal to a large group of readers, the news must be "timely". Students are no more interested in "stale" news than are readers of the large metropolitan dailies. To illustrate the importance which newspaper editors place upon timeliness, pick up a copy of your morning or evening newspaper and count the number of headlines which are written in the past tense. You will find very few, if any. The importance of the frequency of publication is also emphasized by other writers. One comments:

"Every high school should have a paper, and if best results are to be obtained it should be published once a week."[2]

Another author expresses the same thought:

"The most significant new type of publication in American journalism is the school newspaper. This has developed greatly

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1/ John H. Millar, Why the School Newspaper is of Value to Superintendents. pp. 34-40.

2/ Charles Dillon, Journalism for High Schools. p. 1.

in the last ten years, especially in secondary schools, where, in its most useful form, it has become a weekly."[1]

The frequency of publication for Massachusetts high school newspapers will be discussed in full detail in the following chapter concerning circulation.

There can be no doubt about accrued benefits to the students participating in the production of a well-run school newspaper. One writer[2] terms it the "most thoroughly educational of all extracurricular activities", and claims that such work can be, "more stimulating to mental growth, if properly controlled, than any classroom teaching". This may sound like an exaggeration in the great majority of cases, yet one of the most influential and prolific writers in the field expresses a similar opinion:

"The school press is not an extracurricular, but an allied-curricular activity, with both academic and vocational values."[3]

The benefits to the students will be discussed in more detail in a later chapter. Suffice it to say for the time-being that more than half a million youngsters throughout the country[4] are participating in school publications and getting varying degrees of benefit from their work.

It should be realized that students are not the only persons who benefit from a good school newspaper. The school

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1/ Carl G. Miller, High School Reporting and Editing. p. 27.
2/ J. W. Beattie, School Publications Present Opportunities Unlimited. p. 89.
3/ Lambert Greenawalt, School Press Management and Style.
4/ J. W. Beattie, op. cit. p. 89.

itself can benefit to a large extent through publication of a first-rate newspaper, as pointed out by Carl G. Miller:

"Both high school and college newspapers serve their institutions as house organs serve their organizations."[1]

Another writer says:

"A school newspaper performs many valuable services: It interprets the school and its activities to students, parents and community; it unifies the student body and faculty and raises the morale of the school; it helps to fix standards of conduct, scholarship and athletics in the school; it vitalizes composition and is a most effective agent for teaching clearness, conciseness and vividness of style."[2]

In an analysis of a particular school newspaper, the following summary gives us a good indication of a scholastic publication's importance in a community:

"1. From the data presented, the justifiable conclusion is that the school paper is a very effective instrument. Parents, patrons, pupils and teachers all showed considerable interest in the contents of the paper studied. Only one of the topics, the editorial section, was noticeably lacking in appeal to persons for whom it was written.
2. The paper was widely and intensely read by the entire community. This evidence of interest on the part of the community more than justified the method of distributing the paper. The data indicate that the parents and patrons read the school paper more intensely than did the pupils.
3. Certain topics, such as honor roll, humor, pictures and cuts, the 'Old Mariner' column, school-club news, and athletic news, appealed strongly to all groups. Other features, such as the superintendent's bulletin, library news, editorials, and advertising, appealed more strongly to parents and patrons than to pupils.
4. The interest shown by parents and patrons was general and was not confined to material written to appeal only to them.
5. This school paper is undoubtedly a valuable link between the school and the homes of the community. It is unusually

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1/ Carl G. Miller, op. cit. p. 27.

2/ Myra L. McCoy, Why Offer a Course in High School Journalism? p. 244.

effective as a means of informing the adults of the community about the problems and activities of the school."[1]

Thus we see that writers in the field feel that the school publication is more than just an instrument for the amusement of adolescents. We find that men and women in close touch with scholastic journalism definitely think that the school newspaper has an important place, not only in school life, but in the life of the entire community. Along with this importance however, the high school newspaper finds it has added obligations and duties. An educator[2] at the University of California points out that the school publication should "mirror school life" to students, teachers, parents and patrons. Another writer believes that the scholastic press wields considerable influence:

"The administration is led to scrutinize school courses, activities, and policies more critically in the light of this publicity, and to justify, modify, or eliminate where necessary."[3]

SUMMARY

In this short chapter, the writer has explained the inadvisability of including high school magazines in this study. He has also attempted to present a sampling of the current thought in the field concerning the place of a publication in the school. The advantages which newspapers have

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1/ Troy A. Snyder, What Does the Community Read in the School Paper? p. 700.
2/ Laurence R. Campbell, Judge Your School Newspaper. p. 167.
3/ J. Russell Boner, Do Publications Need Overhauling? p. 364.

over magazines in the schools have been pointed out. The importance of a good publication to others besides the students has been demonstrated, and the possible influence for good which a paper might wield has been mentioned. Some of the points discussed in this chapter will be dealt with in more detail in other sections of the thesis.

CHAPTER III

CIRCULATION OF HIGH SCHOOL NEWSPAPERS

It was pointed out in the preceding chapter that writers[1&2] in the field of school publications stressed that secondary school newspapers should be published once a week to obtain the best results.

Item II-A of the questionnaire which was sent to the high schools publishing newspapers in Massachusetts asked the schools to designate how often they published their newspapers. Space was provided for simply checking the correct response if the newspapers were published weekly, biweekly or monthly. In the event that other publication dates were used, a blank space was provided for the advisers to fill in. As an added precaution in securing the correct responses for the frequency of publication, item II-B asked the advisers to designate the number of issues produced during a single school year. The precaution of adding item II-B proved a happy one in several instances, in cases where uneven publication dates were observed by various schools answering the questionnaire.

Through use of the two questions, a response of 100% to the question was achieved, with the exception of the single school which returned a blank questionnaire. Therefore, for the purposes of this study of circulation, and subsequent

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1/ Charles Dillon, op. cit. p. 1.

2/ Carl G. Miller, op. cit. p. 27.

studies concerning the various phases of newspaper production, 50 schools will be considered, although 51 were considered in validation of the questionnaire in Chapter I, because, for that purpose, it was justifiable to consider the blank questionnaire a response.

In Table VI, the schools responding to the questionnaire have been divided into groups, separating those publishing letterpress newspapers, mimeographed newspapers, offset newspapers and those using a gelatin duplicating process.

TABLE VI

FREQUENCY OF NEWSPAPER PUBLICATION IN MASSACHUSETTS HIGH SCHOOLS

	Weekly	Biweekly	Monthly	Bimonthly
Letterpress	4	8	19	3
Mimeograph	-	4	1	5
Offset	-	1	-	-
Gelatin	1	-	-	2
Totals	5	13	20	10

One letterpress publication has been omitted entirely from the above tabulation as it reported the publication of only two issues for the school year. One of the mimeographed papers has also been omitted because it reported the publica-

tion of only a single issue a year.

In the weekly field, all the schools falling in that category answered accurately by checking the item. The four schools publishing mimeographed newspapers biweekly answered by checking, as did Dedham High School, only publisher of an offset newspaper. However, in the letterpress field, two schools were arbitrarily placed in that category by the investigator--Athol High School, which indicated the publishing of 15 issues during the year, and Springfield Technical High school, which publishes 14 issues a year.

Of those schools listed as publishing monthly, five of the schools producing letterpress publications were included arbitrarily. One of the schools indicated that it published 12 issues yearly, another published 11 issues during the school year, two of the schools produced eight issues a year, while the fifth indicated that a newspaper was published every five or six weeks.

No space was allowed on the questionnaire for checking bimonthly publishing dates, but all schools included in that category published four to six issues during the year.

An examination of the table discloses that monthly publications are the most popular in Massachusetts, especially in the letterpress field. Referring to the statements quoted on pages 23 and 24, which reiterate that high school newspapers should be published weekly for the best results,

we find an almost complete disagreement in Massachusetts public secondary schools with this procedure. Five schools are listed as publishing weekly newspapers, four in the letterpress field and the remaining one in the gelatin duplicating process field. However, two of the schools listed as publishing weeklies in the letterpress column print their school news once a week in local newspapers, and cannot, in the strictest sense of the term, be called publishers of weekly newspapers. The two schools, Leominster High School and Gloucester High School, are allotted a certain amount of space each week in local newspapers and are responsible for filling that space with school news. This procedure has certain advantages and will therefore be discussed in some detail in the chapter concerning the mechanics of producing a newspaper. In these two cases the circulation would be the same as that of the local papers of which the school news is a part. The three schools producing weeklies are Durfee Hilltop High School, Fall River, and the High School of Commerce, Springfield, in the letterpress field, and Westford Academy, producing a paper through the gelatin process.

Are we to assume then that Massachusetts schools lag behind schools in other parts of the country in producing weekly newspapers? Although the investigator was unable to find any specific data concerning the correct answer to this question, it is apparent that this is the case from the con-

tinual references to weekly newspapers in the literature in the field. This is only natural however, because of the large number of secondary schools, especially in the Middle West and North Central states, where courses in Journalism are taught. In a general survey of the North Central states as early as 1922, 185 of 210 schools questioned in the North Central Association of Secondary Schools had some form of Journalism in their high schools.[1] A study in Kansas which tabulated the results of 72 questionnaires sent to first and second class schools reveals the following information:

"Fifty-five of the seventy-two schools publish school papers. Forty-eight of these schools have classes in journalism, and five have advanced courses. Since the paper in each of these schools is a project in the class in journalism, it is evident that there is considerable interest in newspaper work in the schools and that the institutions are endeavoring to issue publications that conform to newspaper standards."[2]

It is not the purpose of this study to outline a case for the teaching of Journalism in Massachusetts secondary schools, where very little Journalism is taught,[3] but it is apparent that in the absence of specific Journalism classes, very few newspaper advisers could find time to supervise the publication of weekly newspapers. In a later chapter dealing with the supervision of scholastic publications, the writer will point out the tremendous amount of time contributed by

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1/ O. F. Nixon, Student Publications in High Schools. p. 45.
2/ C. M. Lockman, High School Publications. p. 444.
3/ Personal interview with A. Russell Mack, May 26, 1947.

some advisers to the supervision of high school newspapers in the state. Therefore, under these circumstances, the writer is forced to disagree with the proponents of weekly newspapers, at least insofar as local conditions are concerned, as placing too heavy a load upon the already overworked advisers. At the same time however, it is believed that all schools should strive to publish biweekly newspapers in the interests of timeliness, service and interest. Under ideal conditions, of course, the weekly newspaper would definitely be best. Westford Academy sets a good example in the state by producing a first-rate duplicated newspaper every week with a total high school enrollment of 172 and a circulation for its paper of 170.

Circulation of Massachusetts High School Newspapers.--Item II-C of the questionnaire asked the schools to designate the circulation figures of their newspapers in terms of student circulation, alumnae circulation, and the numbers of papers received by other persons. For the purposes of the following computations, Leominster and Gloucester High Schools were omitted because their circulations depended upon the local newspapers and had little to do with the schools themselves. Of the 48 schools remaining to be considered in this section of the study, all but one reported on the question. A total circulation of 30,713 was reported by the remaining 47 school newspapers. Table VII breaks this total

figure down into approximate circulation figures according to the types of publications, and gives the correct total for each type of newspaper.

TABLE VII

APPROXIMATE CIRCULATIONS FOR MASSACHUSETTS HIGH SCHOOL NEWSPAPERS

	Letterpress	Mimeograph	Offset	Gelatin
000- 250	3	8	-	3
251- 500	10	3	-	-
501- 750	5	-	1	-
751-1000	-	-	-	-
1001-1250	8	-	-	-
1251-1500	3	-	-	-
1501-1750	2	-	-	-
1751-2000	1	-	-	-
Correct totals	27,233	2,520	600	360

A cursory examination of the above table discloses that no mimeographed newspaper reported a circulation exceeding 500, while none of the gelatin produced publications exceeded a circulation of 250. Of the 32 letterpress newspapers, 14 of them reported their circulations in excess of 1,000. Springfield's Technical High School's newspaper, Tech News,

reported the top circulation figure of 2,000. Dedham High's offset paper reported a circulation of 600. It is interesting to note that Somerset High School finds itself able to publish a letterpress newspaper every two weeks, with a student circulation of only 160 copies, and financed entirely by advertising and subscriptions.

Of the 47 schools considered in this circulation study, 32 of them indicated, by leaving the question blank or by marking a zero in the space provided, that no alumnae received copies of their publications. The 15 schools indicating that alumnae received copies of their newspapers reported very low figures in that category. According to reports received from schools responding to the survey, a total of only 646 alumnae subscribed to the newspapers. This represents .02% of the total circulations reported by the schools. Stockbridge High School's newspaper had the highest percentage of alumnae subscribers with 25 out of a total circulation of 125. This represents 20% of the total circulation. Tech News of Springfield Technical High School, and Dedham High School's offset newspaper had the highest numbers of alumnae subscribers with 100 each.

The circulation figures for patrons, advertisers and citizens of the towns, revealed nothing significant, and the total of 898 was not much larger than that of the alumnae. The majority of these copies went to the advertisers. A few

schools reported that they were still sending copies of their newspapers to men in the service. As no specific question concerning this phase of circulation was asked on the questionnaire, no definite conclusions can be drawn. The only school indicating the forwarding of an appreciable number of newspapers to servicemen was Lynn English High School, which reported still sending 100 copies of each issue. During the war, this school forwarded about 1,000 copies of every issue to men serving in the armed forces.

Relation of Circulation to Total Enrollment.--Although no absolutely accurate figure can be derived from the answers received, as to the percentage of newspaper circulation in comparison to total enrollment in the schools responding to the questionnaire, the writer has deduced that 83.8% of the students in the responding schools subscribe to the school newspapers. This figure was carefully calculated by computing student circulation figures only, with the enrollment figure of 39,432 mentioned in Chapter I, after deducting from the latter total the enrollments of the schools not considered in this study of circulation. Allowing for any errors in reporting on the questionnaire, it is safe to assume that approximately four out of five high school students in Massachusetts subscribe to their school newspapers.

SUMMARY

We discovered in this chapter that only 10% of the schools responding to the questionnaire published newspapers every week. We assumed that this small percentage was due to a lack of Journalism teaching in the state, which consequently forces the advisers to spend long hours after school in order to supervise the publications. It was discovered that the smaller schools produced mimeographed and duplicated newspapers, although 13 schools considered in the survey, with circulations under 500 copies, published letterpress newspapers. It was pointed out that subscriptions by alumnae and others than the students, were insignificant. In conclusion, it was calculated that approximately 80%, or four out of five students received copies of the newspapers published in their schools.

CHAPTER IV

FINANCING THE SCHOOL NEWSPAPER

The Importance of Financing.--The importance of sufficient finances cannot be stressed too deeply in the production of a school publication. As pointed out in Chapter II, one of the advantages which a newspaper has over a magazine is that it can be produced more cheaply. Financing is a problem which faces many of the schools producing publications. The Business Adviser of the Sagamore, Brookline High School's newspaper, expressed this problem in a letter to the investigator:

> "Some of your questions touch on phases of newspaper publication that have caused us considerable difficulty during the past year. Financing the paper has been exceedingly difficult. If your survey uncovers suggestions that would help us, we would be glad to hear about them."[1]

This problem of financing is definitely one phase of scholastic newspaper publishing to which a single study could be devoted. A survey conducted in 1940 in the schools of Washington, Oregon and California[2] revealed that publications in the high schools of those states were forced to carry excessive advertising to help defray their expenses.

A general survey of this nature cannot hope to cover the field sufficiently, yet research and results from the ques-

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1/ Personal letter from John H. Wall, dated June 12, 1947.

2/ James Joseph Prendergast, Business Practices in Publication and Financing of High School Newspapers in Washington, Oregon and California. p. 87.

tionnaire uncovered some interesting facts.

A newspaper adviser of a junior high school in Missouri[1] declares that one of the chief causes of failure in publishing school newspapers, especially in junior high schools, is the financing of them. This adviser also offers a hopeful suggestion, in that the yearly cost of the publication should be accurately determined beforehand. In other words, he suggests that the school newspapers should have carefully calculated budgets and do their utmost to keep strictly within their limits.

Another writer[2] on the subject advocates the making of a budget at the beginning of the school year, and points out that any large surplus which the publication might have, should be used for the improvement of the newspaper. He declares, however, that it is better to close the year with a surplus than with a deficit.

Item III-B on the questionnaire sent to Massachusetts high school newspapers, asked the advisers to indicate whether or not they considered their publications sufficiently financed. Of the 35 letterpress newspapers responding to the questionnaire, Leominster and Gloucester High School newspapers could not be considered because they were parts of the local papers and therefore had no financial problems. Of the re-

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1/ Buel T. Johnson, Our Mimeographed Newspaper. p. 12.

2/ Ward G. Reeder, An Introduction to Public-School Relations. p. 64.

maining 33 newspapers, two left the item blank. Therefore, 31 letterpress publications are considered in this study. Of these, ten of the schools, or 32%, indicated that they considered their newspapers insufficiently financed. Of the 11 mimeographed newspapers, three reported that they felt their publications to be insufficiently financed. This represents 27% of those responding to the questionnaire. Of the three gelatin duplicated newspapers responding, all indicated that they had no financial worries. Dedham's offset newspaper left the item blank. Thus, it is found that fewer than one third of the newspapers in the study felt that they had insufficient funds to publish their papers. This came as a surprise to the investigator, who had previously thought that the majority of the school publications were constantly faced with the problem of raising sufficient funds to publish their newspapers. It was also found that there was no selectivity between schools in large or small towns and cities. Both types were proportionately represented in either category.

The Method of Financing.--Table VIII on the next page indicates the various methods used to finance the newspapers responding to the questionnaire. The figures are given in percentages and are divided according to the different types of papers.

TABLE VIII

HOW MASSACHUSETTS HIGH SCHOOL NEWSPAPERS ARE FINANCED

Method	Letterpress	Mimeo	Gelatin	Offset
Subscription	46%	71%	100%	70%
Advertising	36%	10%	-	30%
Activities Fee	11%	19%	-	-
Subsidy	5%	-	-	-
Special Projects	2%	.003%	-	-
Totals	100%	100%	100%	100%

Eighteen of the letterpress newspapers were financed by subscriptions and advertising combined, with the percentages ranging from 90% for subscriptions against 10% for advertising, to 80% for advertising against 20% for subscriptions. Six of the responding publications indicated that the financing was split fifty-fifty between the two. Table VIII reveals the close proximity between the two methods of raising funds, with only ten percentage points separating them. Seven of the responding mimeographed papers reported financing their publications entirely by subscriptions, and the table indicates that the three gelatin duplicated papers were financed 100% by subscriptions. It is evident from a study of the table that subscriptions contribute more than any other method

toward financing the newspapers. It was surprising to note the small percentage contributed by special projects to the financing of newspapers in the schools responding to the questionnaire. Only three schools reported the use of special projects to help defray publication costs. Lynn English High School indicated that a musical revue, the proceeds of which went to the newspaper, constituted a lucrative project.

Subscription Costs of the Newspapers.--Item III-C of the questionnaire asked the advisers to indicate the student subscription costs to the newspapers. Table IX tabulates the answers to this item and divides the newspapers again into separate types.

TABLE IX

APPROXIMATE COSTS PER COPY OF NEWSPAPERS

	Letterpress	Mimeo	Gelatin	Offset
Free	1	1	-	-
01-05 cents	12	8	2	1
06-10 cents	7	1	1	-
11-15 cents	11	-	-	-
16-25 cents	1	-	-	-
Totals	32	10	3	1

One letterpress newspaper omitted answering item III-C. One mimeograph newspaper, publishing only one issue a year, reported a cost of $1.25 for that issue and a copy of the yearbook. A glance at the table reveals that the cost of the mimeographed newspapers is much less to the students than that of the letterpress publications. However, we find that 41% of the letterpress newspapers cost five cents or less, and only one paper cost more than 15 cents, the cost of that being 25 cents a copy. We may also see that the offset newspaper cost the students only five cents a copy. It is interesting to note that of the two weeklies in the letterpress field, one was distributed free to students while the other cost only five cents a copy. The Commerce, of the High School of Commerce, Springfield, distributed free, reported that it was financed 73% by subsidy and 27% by advertising at a total yearly cost of $1,500 to produce the newspaper. The other weekly, Durfee Hilltop, of Fall River, was financed 65% by subscriptions and 35% by advertising. Westford Academy's duplicated weekly was reported as selling for ten cents per month, making the cost for a single issue only two and one-half cents.

Haverhill High School's Brown and Gold, issued six times yearly as a letterpress production, cost the students only 20 cents yearly. This low subscription cost of a little more than three cents per copy was due to the fact that the

newspaper was printed in a school shop. It was financed entirely through subscriptions.

A study made in 1923 of 210 high schools in the North Central Association of Colleges and Secondary Schools[1] disclosed the fact that the median yearly subscription rate for weekly newspapers was $1.00. At this rate, single copies would have cost the students less than five cents. This study also revealed that only three of the 210 school newspapers used other means than advertising and subscriptions to raise money.

Increase in Printing Costs.--The problem of the rise in printing costs since 1939 was dealt with in the questionnaire in the section concerning the mechanics of production, but it seems appropriate that it should be dealt with here in the study of finances. The importance of this problem of rising costs is not to be minimized. The Columbia Scholastic Press Advisers Association felt the subject important enough to devote an issue of The Advisers Bulletin to a symposium on publication costs last March.[2] The Jackson Journal of Charleston, West Virginia, made the following report in the bulletin:

"We raised advertising rates from an average of 40 cents an inch to 50 cents. Also we are giving three school-talent assembly programs to raise funds, taking in an estimated $850 for them. We also get $140 for a half-page symposium ad in every issue. By the end of the year, we hope to show balanced books!"

1/ O. F. Nixon, The Cost and Financing of School Publications.
2/ Sydney O'Kun, Editor, The Advisers Bulletin.

Other schools reported, in the publication, that they were meeting increased costs by raising rates and using cheaper stock.

Turning to the schools in Massachusetts which responded to the questionnaire, we find that of the 26 schools with letterpress newspapers answering item V-G, which asked the approximate percentage of increase in printing costs since 1939, all but one school indicated increases. The highest increase reported was 116%. Four other publications reported increases of 100%. The average percentage of increase for all school publications considered was 46%. There were nine schools with letterpress publications which failed to answer this item. In the mimeograph field, only three schools answered the question, two reporting increases of 50% and the other an increase of 75%. Dedham High School reported an increase in cost of 100%, and indicated that to meet the increase it was necessary to shift from letterpress printing to offset. The schools using the gelatin duplicating process failed to answer the item. Wakefield High School, not included in the above tabulations for letterpress newspaper publishers, reported an increase of 43% for 1947 over 1946.

Item V-H asked the advisers to indicate what changes they found necessary due to the higher prices for printing. In the letterpress field, ten of the responding schools indicated that no changes had been necessary. Nine papers left

the item blank. Ten of them reported the publishing of fewer issues, four reported using cheaper stock and four indicated a change of printers. None of the schools reported a reduction in the size of their papers except Leominster and Gloucester High Schools, which reported that the space in the local papers devoted to school news, was curtailed in both cases. Three mimeographed newspapers reported the publishing of fewer issues, and another reported a change from letterpress to mimeograph. We have seen that Dedham High School reported a change from letterpress to offset. The remaining mimeograph newspapers and the gelatin duplicated papers indicated no changes. From these figures it may be seen that rising printing costs have had much to do with frequency of issues, with 13 schools reporting the publishing of fewer issues because of increased printing costs. Thus, the increase in printing costs may be placed beside the lack of Journalism courses in Massachusetts high schools as a reason for the scarcity of scholastic weeklies in the state. It should also be remembered that the newspapers of schools outside the state must also be feeling the pinch of rising costs, and may be meeting the situation in a similar manner.

In item V-I the schools were asked to indicate how extra money to meet rising costs had been raised. Ten letterpress papers reported an increase in subscription rates, nine reported a jump in advertising rates, and six reported the

soliciting of more advertising. Five schools indicated that no remedy was needed. One reported the using of reserve funds, four reported receiving more money from school funds, another held a subscription drive, and another produced an entertainment to get the needed money. Two mimeographed newspapers reported an increase in subscription rates, while two more raised both subscription rates and advertising rates.

Before concluding, the investigator feels it would be pertinent to quote from Walter Rae's recent book, Editing Small Newspapers, in which he says:

"Many school papers could advantageously economize on the grade of paper they use. The erroneous notion that a high-grade or gloss-finish paper lends distinction to a newspaper is apparently quite widely supported among sponsors of school papers, yet nothing could be farther from the truth as far as printed newspapers are concerned. Actually, regular newsprint does the job better and costs less. A paper printed on newsprint looks authentic since it is naturally associated in the mind of the reader with the public press which employs newsprint almost exclusively. On the other hand, the use of high grade stock inescapably brands the paper as an amateur venture, and creates an impression exactly opposite to the one desired--it looks more like a pamphlet or a recital program. One of the obvious tricks of putting out a professional-looking newspaper, in addition to competent editing and expert printing, is to put it on newsprint."[1]

1/ Walter Rae, Editing Small Newspapers. p. 196.

SUMMARY

It was discovered in this chapter that fewer than one third of the newspapers responding to the questionnaire, considered they were insufficiently financed.

It was revealed that advertising and subscriptions contributed most of the money to finance newspapers in the high schools of Massachusetts. It was also discovered that the cost of producing letterpress newspapers, in the schools responding to the survey, had risen 46% since 1939. The majority of the schools raised money to meet increased costs by raising the subscription and advertising rates. Two schools were forced to change from letterpress newspapers to offset and mimeographed papers because of high printing costs, and a number of other schools were forced to publish fewer issues during the school year.

The investigator suggested that special projects might serve to raise needed funds and that letterpress newspapers use newsprint, not only as an economy measure, but because such use is typical of professional newspapers.

CHAPTER V

ADVERTISING IN THE SCHOOL NEWSPAPER

Results of the survey conducted by the investigator revealed an interesting fact in the preceding chapter, concerning the role of advertising in scholastic letterpress newspapers of Massachusetts. The schools responding to the questionnaire disclosed that advertising contributed an average of 36% to the financing of letterpress newspapers in the state. This is an important financial contribution which runs into many thousands of dollars every year.

For the purposes of this study of advertising, only the responding letterpress newspapers will be considered. The other types of newspapers are omitted because only two of the eleven mimeographed papers indicated that they sold advertising, and none of the gelatin duplicated papers reported carrying advertising. The offset newspaper of Dedham High School will be considered briefly at the end of the chapter.

Of the 35 letterpress newspapers answering the questionnaire, 29 of them, or 83%, reported carrying advertising. Therefore, throughout the remainder of this part of the study, only those 29 newspapers with advertising will be considered.

One writer in the field presents a general picture of advertising in scholastic publications:

"One of the most neglected phases of school newspaper work is the advertising. For some reason, a belief prevails that the sole effort of the Advertising Department should be

soliciting. Attention to copy, to layout, and to placement of ads in the page are forgotten in the rush to secure the greatest number of ads in the shortest period of time. The staff fails to realize that the most important consideration of an advertisement is results. When a newspaper becomes known as a good medium, the problem of soliciting is less pronounced.

Good advertising, as is true of all other forms of expression, seeks to satisfy the following challenges: 1. 'What is my message?' 2. 'How can I present this message most effectively?'"[1]

Another author[2] estimates that 25% of the space in high school newspapers is devoted to advertising, as compared with 50% in the dailies. Item IV-A of the questionnaire asked the schools to estimate the approximate amount of space devoted to advertising in their newspapers. Of the 29 schools considered in the study, 26 reported specifically, while the remaining three merely indicated that the amount "varies". From the figures reported by the 26 schools, the investigator deduced that the average percentage of space devoted to advertising was 19.5%. This is 5.5% less than the figure reported above. The range in percentage of space devoted to advertisements, in the responding newspapers, extended from 05% to 33%. The percentage quoted most often in the returns was 25%, which agrees with the figure stated earlier. It seems apparent, however, from these figures, that many of the publications could profitably devote more space to advertising.

1/ Lambert Greenawalt and Simon Hochberger, Primer of School Newspaper Technique. p. 21.

2/ Dewitt C. Reddick, Journalism and the School Paper. pp. 4-5.

Table X presents the range in percentages for the 26 publications considered.

TABLE X

PERCENTAGES OF SPACE DEVOTED TO ADVERTISING

	Percentages	# of Papers
	01%-05%	1
	06%-10%	3
	11%-15%	4
	16%-20%	8
	21%-25%	7
	26%-30%	2
	31%-35%	1
Totals	19.5%	26

In item IV-B of the questionnaire, the advisers were asked to indicate whether or not the newspaper staffs were encouraged to solicit advertising. The question should have referred to the business staffs, as a few advisers pointed out, but that was implied by the investigator, and a satisfactory response was obtained despite the oversight. Twenty-four advisers indicated that the staffs were encouraged to solicit advertising, while five advisers reported that the staffs were not encouraged to do so. From this 100% response

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to the question, it was deduced that 83% of the newspapers encouraged business staff members to solicit advertising. The five "no" responses brought an interesting fact to light in that one of the papers reporting thus had the highest percentage (33%) of its paper devoted to advertising, while another reported the lowest percentage (5%) devoted to advertising. Despite the presence of the publication with 33% of its space devoted to advertising, the average space thus devoted by the "no's" was 17.5%, two percentage points below that of the entire group. A slight tendency is shown that the newspapers not encouraging their staffs to solicit advertising, consequently received less.

Of the 28 newspapers responding to the question asking them to indicate what percentage of advertising was contributed by merchants without being solicited, 18 reported no advertising contributed voluntarily. One publication reported 50% of its advertising received in this manner, and another reported 40%. Of the 28 newspapers considered, an average of 8% was computed in answer to this question. The newspapers of the ten schools reporting that merchants contributed some percentage of the advertising voluntarily, were studied by the investigator. Rating the advertising in those newspapers according to makeup and layout, as outlined in the Newspaper Rating Sheets used by the Columbia Scholastic Press Association in

rating school publications,[1] the investigator found all but one of them to be satisfactory. We shall soon discover that this percentage of 90% of the group being satisfactory in this category is very significant in comparison to the percentages of the entire group of newspapers. This significance clearly points out that some merchants are glad to advertise in school newspapers where their ads receive intelligent consideration. Using the same method of rating for the entire group of newspapers, 26 of which were considered by the investigator, it was found that only 55% could be termed satisfactory. Most of the faults lay in the makeup, with many of the newspapers apparently running the ads in the most convenient places, forming jumbled and patchy pages. Two of the newspapers devoted full pages to nothing but small ads. Thirty-six per cent of the newspapers studied contained complimentary advertising. The investigator may have been extremely arbitrary in terming newspapers using complimentary advertising as unsatisfactory, for some of them were acceptable otherwise, but an authority in the field has the following to say about this type of advertising:

"Very often student journalists seem unable to grasp the significance of why complimentary advertising cannot be condoned in their publications. If you will think of the school journal for a moment as purely a business enterprise, the objection to complimentary advertising becomes clear. Would you, as a reputable business man, be willing to accept an outright donation to your establishment and announce it to the

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1/ Lambert Greenawalt and Simon Hochberger, op. cit. pp. 29-32.

world? Would you, in accepting such a grant, be satisfied to say, 'Thank you for your kind contribution. I admit that your advertisement in my newspaper can bring you absolutely no return whatsoever, but since you wish to demonstrate your good-will, I accept this money'?

Just why do merchants insist on giving you ad copy reading, 'Compliments of Blank'? The question has already been answered--because they feel that your paper is a child's toy and as such can have no value as an advertising medium. It is your job to convince the hard-boiled business man that the student newspaper is an effective force in the school world, and that an effective advertisement placed in its columns will bring returns commensurate with the investment."[1]

Some of the publications are doing an extremely fine job on their advertising, but the majority of them could greatly improve this phase of their publications. The writer is not attempting to set himself up an an authority and he has been as objective as possible in this study of the publications by using recognized and widely used rating sheets for the analyses.

Concerning the matter of improving advertising and soliciting more ads, another writer[2] suggests that students prepare merchandising calendars, conduct surveys of student buying power, and develop complete sets of business forms. Another writer has this advice for advisers who also teach Journalism:

"Many high school papers published by the class in Journalism depend on local advertising for support. Students have to sell advertising. Teachers of Journalism may find it help-

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1/ Lambert Greenawalt and Simon Hochberger, op. cit. p. 23.

2/ Laurence R. Campbell, Judge Your School Newspaper. p. 167.

ful to devote two or three class periods to a study of the writing and selling of advertising."[1]

As an aid to selling advertising to merchants, another writer[2] suggests that newspapers be published on Fridays, as Saturday is the big shopping day of the week.

Numerous authorities emphasize that the students in a school form a homogenous group, along with their families, which should be capitalized upon when selling advertising to certain types of merchants.

Returning to the results of the survey we find that of the 26 schools satisfactorily answering the question concerning the charge per column inch for advertising in their papers, an average cost of 81 cents per column inch was computed. The lowest charge was 50 cents, with six schools reporting that figure. The most that any newspaper reported charging was $2.00. Eight of the publications indicated that they charged $1.00 or more per column inch for advertising. Another examination of the newspapers themselves disclosed that the newspapers charging the most for their advertising were, by the large, giving the merchants the most for their money. No significant differences between the publications in the range from 50 cents to $1.00 were noted.

1/ Mrs. W. F. Doughty, A Course of Study in High School Journalism. p. 6.

2/ Ward G. Reeder, An Introduction to Public-School Relations. p. 66.

The only publications reporting the running of ads on the first page were those produced by the high schools in Newton, Brookline and Framingham. Only Newton however, reported an extra charge for front page advertising, indicating a fee of $1.00 per column inch for the first page and 75 cents elsewhere in the paper. It is evident from these results that the great majority of scholastic newspapers in Massachusetts shy away from front page advertising. The investigator sees no logical reason for this attitude, as long as only a reasonable number of ads are carried on the front page. Professional newspapers run front page ads and collect added revenue through this method of advertising. There is no reason why school newspapers cannot add to their funds by doing so. There are many merchants who would be willing to pay more to have their advertisements on the front page. While the investigator was serving as news editor of a Greater Boston weekly, the publisher would sometimes devote more than two thirds of the front page to advertising. This policy, while padding the bank book temporarily, mars the appearance of the paper. and consequently lowers its prestige. The writer recommends front page advertising, but feels it should definitely be kept within limits.

Item IV-G on the questionnaire asked the advisers to indicate whether or not they would prefer to abolish advertising in their newspapers if sufficient funds for publication

were available from other sources. All responded to this question, with 11 advisers favoring the abolition of advertising and 18 favoring its retention. Thus, we see that 68% of the advisers of letterpress newspapers favor advertising in their publications. A few of the advisers responding to this question indicated that they considered the soliciting and writing of advertising as good education for the students. The investigator heartily agrees with this opinion, and in addition, feels that well-handled advertising helps to establish the school publication as a professional looking piece of work.

Dedham High School's offset newspaper reported 12.5% of its space devoted to advertising, 10% of which was contributed voluntarily by merchants. A charge of 50 cents per column inch was reported, but no front page advertising. The adviser indicated that he would prefer to carry no advertising, but reported that the staff was encouraged to solicit ads to help defray expenses.

SUMMARY

It was indicated in the preceding pages that Massachusetts high school letterpress newspapers responding to the questionnaire devoted 5.5% less space to advertising than the national average. There was some slight indication that newspapers on which the staffs were encouraged to solicit advertising, received more advertisements. There was a definite

correlation between newspapers handling advertising efficiently, and the number of ads voluntarily contributed by merchants. Some of the faults of the advertising in school newspapers were pointed out, especially the tendency to accept complimentary advertising. A wide range in advertising fees was disclosed, with an average cost of 81 cents per column inch. The range however, extended from 50 cents to $2.00. The newspapers charging the most for their advertising showed some indication of giving the merchants more for their money. The investigator pointed out the advantages of running ads on the front page, but warned against carrying such a policy to extremes.

CHAPTER VI

THE MECHANICS OF PRODUCING A SCHOOL NEWSPAPER

We have already seen in preceding chapters that of the 50 schools returning completed questionnaires, 35, or 70%, have been classed as letterpress; 11, or 22%, as mimeographed; three, or 6%, as gelatin duplicated newspapers; and one, representing 2%, has been classified as offset. It came as a surprise to the investigator to receive only one return from a school producing an offset paper--a form which is gaining in popularity throughout other sections of the country. While in the service, the investigator edited both letterpress and offset newspapers, and while no definite figures are available as to the percentage of photo-offset newspapers produced by army and navy posts during the war, the writer came into contact with a large number of offset publications produced by various military organizations. Students at the Boston University School of Education edited an offset newspaper during the school year, 1946-47. Apparently, it will be published again next year. One writer quotes an authority in the offset field:

".....Christian E. Burckel, noted authority in the field of photo-offset and Varitypography, has predicted that within 'twenty-five years all the great metropolitan dailies will be reproduced by the offset process.' However that may be, it is true that in the comparatively few years of its existence offset, a process utilizing plates made from photographs of the surfaces to be reproduced, has made considerable progress in the printing field, formerly monopolized almost wholly by

the letterpress."[1]

An entire book could be written on the photo-offset process, but that is not the function of this study. Information on the subject is easily obtainable. Suffice it to say that the process is a great improvement over mimeographed and duplicated newspapers, but does not yet come up to the standards of letterpress.

Of the 35 letterpress newspapers responding to the survey, one only, the Brown and Gold of Haverhill High School, indicated that it was printed in a school shop. All the other newspapers in this category reported that they were printed commercially. The Brown and Gold was not however, printed in the high school but by the Printing Department of the Charles W. Arnold Trade School of Haverhill. Here is another answer to financial difficulties of high school newspapers--producing the publications either in their own printing shops or those of neighboring trade schools. Only one publication taking advantage of such a situation seems a very low percentage. One writer[2] declares that production of a letterpress newspaper in the school itself not only saves money, but is of great advantage to the students educationally. He also suggests that the body type could be set outside the school,

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1/ Walter Rae, op. cit. p. 189.

2/ Donald G. Brossman, School Newspaper Production. p. 186.

but that headlines could be set and makeup accomplished in the school.

Of the 11 mimeographed newspapers studied, all reported that the papers were produced in school, except that one school indicated one or two issues of its paper had been produced commercially. All the gelatin duplicated papers were produced in the schools, while the offset publication was printed commercially.

Item V-E of the questionnaire asked the advisers whether or not they and the editors were allowed to work on the actual makeup in the print shops. Ten of the advisers of letterpress newspapers indicated that they were allowed to do so. Three other advisers answered that they were allowed to work on the makeup but that they preferred to use only the "dummies". The investigator compared copies of the newspapers actually made up by the advisers and editors with those wherein "dummies" only were used. Making use of the methods of evaluation discussed before, the investigator found, on the average, definite indications of superior principles of makeup used in that group of newspapers as compared to those using only "dummies". While on the subject of makeup, the investigator would like to point out that the best makeup in the newspapers of Massachusetts high schools does not compare favorably with that of newspapers in other sections of the country. It is the opinion of the investigator that this

can be definitely traced to the lack of trained advisers, which will be pointed out in the next chapter, and a dearth of Journalism teaching in the high schools of the state. This does not mean that the makeup is poor in the school papers of the Bay State. On the contrary, the makeup is surprisingly good. It does mean, however, that the newspapers show a lack of knowledge of the little tricks of the trade which can greatly improve newspaper makeup. Professional courses in Journalism, or practical experience teach the benefits of balanced makeup and numerous ways of handling half-tones and the wise use of headlines. Some good examples of what high schools in other parts of the country are doing in makeup may be found in Walter Rae's book.[1]

Fourteen of the newspapers sent to the investigator by the schools used five-column pages, while 13 of the publications made use of four-column pages. Newton High School's Newtonite used seven columns. The investigator believes that five column pages lend themselves to more variety in makeup than those with the lesser number, and this belief proved correct, to some extent, in a study of the two different types.

Page sizes ranged from the above mentioned Newtonite's 16" x 22½" to various schools' 9" x 12" pages. A 9" x 12" page seems quite small for a letterpress newspaper, which must

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1/ Walter Rae, op. cit. pp. 164, 166, 168, 192.

be limited to four columns.

Table XI was constructed from answers received to the question asking the advisers to indicate the greatest difficulties encountered in producing their newspapers, and is divided according to the various types of newspapers.

TABLE XI

DIFFICULTIES ENCOUNTERED IN PRODUCING SCHOOL NEWSPAPERS

	Letterpress	Mimeo	Gelatin	Offset
Makeup	4	2	-	-
Headlines	2	-	-	-
Writing	16	5	3	1
Printing	3	4	1	-
No Difficulty	5	1	-	-

The difficulty of getting students to meet the deadlines was purposely ignored by the investigator on the questionnaire, so that the advisers would check one of the above listed difficulties instead. In any newspaper which is published at frequent intervals the investigator has found the problem of meeting deadlines the most frequent. This must be especially true in student publications. However, despite this precaution, seven newspapers indicated that this difficulty was one of their chief problems, by writing it in the blank space

provided. Two advisers indicated the difficulty of getting news, another lamented the lack of imagination and initiative, and another reported difficulty with editorials. Some advisers checked more than one item. Writing appeared to be the greatest difficulty in most cases, and it may be placed beside the problem of meeting deadlines as the chief problems confronting the publishers of school newspapers in the state of Massachusetts.

Looking at the sample newspapers, it was found that the writing was of a high caliber throughout. The two chief faults in the writing were not enough variety in types of news and the almost universal lack of pure journalistic style. There should be no lack of news for school publications when advisers and editors realize that the newspaper, although primarily directed at the students, is also of interest to school authorities and parents, as pointed out in an earlier chapter. A writer[1] suggests the following list as possible news sources: administrators, adult education, attendance. discipline, department heads, guidance and placement offices, health office, library, office staff, parent-teachers' associations, principal's office, scholarship reports, superintendent's office and teachers. Another author has this to say of the importance of adequate news coverage:

1/ Laurence R. Campbell, op. cit. p. 167.

"More serious than the practice of economy is the question of covering the field. Whatever the high school newspaper may cost, the cost is relative to its value to the school. The value will depend upon the thoroughness with which the paper covers the field."[1]

Concerning the problem of writing in school publications, another authority writes:

"A course in journalism is necessary as a prerequisite to becoming a member of a school newspaper staff, not because there is anything highly technical about writing for a newspaper, but because clear, concise, effective writing is so uncommon among high school students. The present English curriculum is so crawded with literature, and English classes are so large, that little effective work is possible in composition."[2]

The investigator does not agree entirely with the preceding statement, but rather believes that an excellent newspaper can be produced in a school where Journalism is not taught if the adviser ably fulfills the functions of his position. Of course, Journalism can contribute much to the school newspaper, but that is not the problem of this study. The role of the adviser will be discussed in the next chapter.

Not much has been said in this chapter about mimeographed newspapers. Table XI discloses the problems which they face, and from perusal of newspapers sent to the investigator it is felt that there is much room for improvement in the makeup of the majority. Two of the samples however, were well done, and what was said of the writing of the other newspapers may be

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1/ William N. Otto, Journalism for High Schools. p. 21.

2/ Myra L. McCoy, op. cit. p. 245.

repeated here. The following quotation reveals what role a mimeographed newspaper can play in a school:

"Neither size of school nor absence of local printing facilities need be any bar to publication. Some of the smallest and most isolated schools in the United States have highly effective duplicated (so-called mimeographed) papers or magazines. Their staffs have spared no pains to refine these in high degree, and the miniture replicas of their printed bretheren are often sources of greater school pride than are many printed papers."[1]

SUMMARY

It has been seen that a negligible number of schools in Massachusetts are taking advantage of the offset process of printing, or of facilities in the schools, to produce their newspapers. It was revealed that where advisers and editors actually worked on the makeup in the print shops that, on the average, better results were achieved. The makeup was good in most of the sample newspapers sent to the investigator, but the best papers did not come up to the best papers in other sections of the country. It was pointed out that newspapers using five-column pages achieved more with their makeup, on the average, than did those with only four-column pages. The difficulties which the newspapers faced in their production were enumerated in Table XI, with most publications indicating difficulty with writing. Despite this difficulty, the investigator rated the writing as very good in most cases, perhaps because the difficulty was realized and more time was spent

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1/ J. Russell Boner, op. cit. p. 364.

on this phase of production. The importance of Journalism courses to really good writing in the newspapers was mentioned, but the investigator expressed the belief that a good adviser could overcome this defect.

CHAPTER VII

SUPERVISION OF THE NEWSPAPERS AND STUDENT PARTICIPATION

THE ADVISER

The adviser is of great importance to the school newspaper. One writer has this to say of him:

"The advice and guidance of a trained adviser are needed in deciding the content of a school paper."[1]

Another authority in the field claims:

"No publication can hope to live without an able adviser who knows the ground, has had real experience, and good training. The day has passed when any English teacher can be given the advisership of the newspaper."[2]

Still another writer[3] compares the newspaper adviser to an athletic coach and declares that the adviser must be trusted enough to be given full authority, with no outside interference. He also expresses the opinion that the adviser be given a lighter teaching load as is the athletic coach, but should also be trained for the position as the coach is trained for his.

Item VI-A of the questionnaire asked the advisers to indicate what subjects they taught in the schools. Table XII indicates the results of this query. Only three advisers failed to answer the item satisfactorily.

1/ Myra L. McCoy, op. cit. p. 245.

2/ A. T. Fairbanks, High School Publications: the Newspaper and the Annual. p. 7.

3/ J. W. Beattie, op. cit. p. 91.

TABLE XII

SUBJECTS TAUGHT BY NEWSPAPER ADVISERS

Subject	Letterpress	Mimeo	Gelatin	Offset
English	24	6	2	-
Journalism	4	-	-	1
History	3	-	-	-
Math	1	1	-	-
Commercial	-	3	1	-
Ed. Counselor	1	-	-	-

Two of the advisers listed as Journalism teachers were also English teachers. From the table we may deduce that only 10% of the advisers taught any Journalism. Two thirds of the advisers, or 66%, were listed as English teachers. In the field of duplicated papers we find commercial teachers acting as advisers in some instances. This is due, of course, to the large amount of typing which must be done on these publications. In a survey conducted in the smaller high schools of Indiana in 1938 it was disclosed that commercial teachers most often sponsored the mimeographed newspapers.[1]

In items VI-B and VI-C the advisers were asked to indicate their Journalism training. Nine advisers of letterpress news-

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1/ Jennie F. Slack, A Survey of Student Publications in the Smaller High Schools of the State of Indiana.

papers indicated that they had professional experience in the field, another reported being a graduate of a Journalism school, while one adviser indicated that he had studied Journalism at Boston University for two years and had been a newspaperman for ten years. One other adviser in the letterpress field indicated she was a Journalism graduate and had had professional experience. No advisers of mimeographed newspapers reported experience in Journalism, but the adviser of Westford Academy's weekly duplicated paper reported being a Journalism graduate and have professional experience. Of the total of 50 advisers responding to the questionnaire, 12 indicated some form of Journalistic experience in preparation for their duties. This means that 76% of the advisers were performing their duties with no experience in Journalism.

One of the questions asked the advisers was the approximate number of hours spent by them each week in production of the newspapers. Of the 35 letterpress newspaper advisers responding, 33 answered the question satisfactorily, while two indicated they could not judge the hours spent. The range of answers extended from one hour per week to 21 hours a week. Eleven advisers indicated that ten or more hours were employed each week in work on the publications. The average amount of time computed for the entire letterpress group was seven and one-half hours per week. In the other

types of newspapers the average amounted to only two and one-half hours a week.

Item VI-E asked the advisers if they carried lighter teaching loads due to their duties with the school newspapers. Only five advisers, all of letterpress newspapers, reported lighter teaching duties because of their work on the newspapers. This represents 10% of the advisers receiving some sort of practical recognition from the schools for the long hours of extra work they contribute. Some of the advisers answered this question very emphatically by underlining "No" several times, giving some indication of their feelings on the subject. This problem of non-recognition for the long hours contributed by newspaper advisers in our schools is noted elsewhere.

Joseph M. Murphy, Director of the Columbia Scholastic Press Association, informed[1] the investigator of his work on a study concerning "compensation for advisers either in money or in lessened teaching loads", which will be published in the fall of 1947.

Myra McCoy writes:

"Although it is possible in schools where Journalism is not taught for the adviser outside of school hours to assist the staff in editing a publication and even to give students instruction in news writing, it is an unjust burden upon him and requires of both the staff and the adviser a great deal of time and effort for which they receive no adequate compensation

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1/ Personal letter from Joseph M. Murphy, dated May 23, 1947.

in school credit or salary. Frequently teachers find the extra load more than they can carry."[1]

Along the same line of thought, another writer says:

"In schools where the paper is edited outside the class in writing, it is absolutely essential that the adviser be relieved of at least one hour of the routine class work, or one of two evils will result. Either the papers will show the lack of competent guidance or the work of the classroom will of necessity be neglected, for the teacher can only do as much as there is time in which to do it."[2]

STUDENT PARTICIPATION

The problem of student participation on the school newspaper is an important one and much has been written about it. Following are some pertinent thoughts on the subject, which have been selected by the investigator from the research which was conducted:

"To regard a school publication as a student plaything is the same in principle as regarding a course in English as a student plaything, to be formulated and conducted as students' whims dictate, regardless of its contribution to their ultimate command of the language and literature."

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"Most effective publications are based upon more constructive concepts. Their staffs are made up of carefully selected students. They start out with the understanding that the school is depending upon them to create community school-consciousness and to maintain it on a dignified plane. They are definitely given a part in the successful functioning of the school, with the conviction that they are working hand-in-hand with the administration. Their recognitions and awards are at least equal to those of the most honored athletes and other "lime-lighters". The publication is theirs, for student expression, but they have definite aims and responsibilities--which they appear entirely capable of assuming. They expect their work to find as great a demand in the homes beyond the school as it does in the school."[2]

1/ Helen M. Patterson, The Adviser and the School Publication. p. 11.
2/ J. Russell Boner, op. cit. p. 363.

"...A few there will be who are anxious to have the honor that goes with a position on the newspaper but who, unless the prodding is continuous and insistent, will relapse after an issue or two into almost total idleness. Unless the honor is very great or unless the ambition to become a journalist is a consuming one, not many pupils will sacrifice other activities for the exacting tasks and responsibilities involved in publishing a high school newspaper. Many will assume offices when they are being parceled out by appointment of election in the spring or autumn, only to sit back and complacently watch while an energetic few do the lion's share of the work. Their appointments are for the term or the year; they have nothing to worry about. In city high schools where talent is plentiful and competition is keen, this situation does not obtain, but it is a source of endless concern to the young director of publications in the Squashvilles and Rocky Fords of America. In the face of slipshod indifference and obvious incapacity, the fine edge of the adviser's zeal is certain to be blunted and the newspaper will come to reflect the unhappy state of affairs."[1]

"That freedom of expression in print is an inalienable right of the immature as well as those experienced enough to appreciate its powers, its dangers, and its responsibilities is a pernicious idea for young people to acquire. A paper largely frivolous in its matter and impertinent in its tone; humor, and discolored by bad taste is infinitely worse than no paper."[2]

Another writer contributes the following thought concerning credit given to students taking part in the publication of a school newspaper:

"If Journalism courses are not offered, students doing satisfactory work on the editorial staff may be given English credit. Likewise, students who are connected with the business phases of the paper may receive credit in commercial or other appropriate subjects for their work."[3]

Item VII-A of the questionnaire asked the advisers to indicate whether or not staff members received credits toward

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1/ Erle Grinnell, Building an Efficient High School Newspaper. p. 619.
2/ L. N. Flint, Newspaper Writing in High Schools. pp. 30-31.
3/ Ward G. Reeder, op. cit. p. 61.

graduation for their work on the newspapers. In the group of 35 letterpress papers there were 14 schools which granted such credits for work on the publications. This represents 40% pf the total. No credits however, were granted to staff members on any of the other types of newspapers. Therefore, for the entire group of 50 newspapers responding to the questionnaire, only 28% of the schools represented granted credits toward graduation, for newspaper work.

Advisers of ten letterpress newspapers indicated that staff members received some other form of journalistic training in the schools in addition to actual work on the newspapers. Of the other types of newspapers, two mimeographed publications indicated such training, as did the offset paper.

To the question asking whether or not staff members were allowed to work on the newspapers during school hours, the response was more heartening, with 60% of the schools reporting in the affirmative.

The problem of selecting editors for the school publications is an important one. To the question asking whether or not the editors were chosen by the faculty advisers, various answers were received. Twenty-four schools indicated that advisers did the selecting, 11 answered "no" to the question, ten schools indicated that the staffs and advisers chose the editors jointly, four indicated that English teachers helped the advisers in their selections, and one school reported that

the student council did the selecting.

It seems to the investigator that the fairest method is selection jointly between adviser and staff members. English teachers can hardly be justified as selectors when they do not understand the many intricacies entailed in newspaper production. Elections to the post by honor societies appears to be an even poorer method of selecting competent editors.

SUMMARY

Various authorities have been quoted in this chapter concerning the important contributions of advisers and students to the success of school publications. It was seen that the majority of advisers returning questionnaires were English teachers. Very few advisers reported any practical journalistic experience. Some indications of the long hours spent in work on the newspapers were revealed, with the average for the letterpress newspapers being seven and one-half hours per week. Few advisers reported lighter teaching loads due to their work on the papers. It was also learned that the majority of the schools granted no credits toward graduation to staff members, and that most of the students received no extra training in Journalism. However, 60% of the schools reported that some time was set aside during school hours for students to work on the publications. It was also revealed that advisers had some part in the

selection of most school newspaper editors.

CHAPTER VIII

SUMMARY AND CONCLUSIONS

The purpose of this study was an analysis of public high school newspapers in Massachusetts. Of the estimated 84 secondary schools in the state publishing newspapers, 51 returned questionnaires, one of which was not filled out.

It was disclosed that approximately four out of five students in the high schools subscribed to the newspapers, but that very few schools had significant numbers of other subscribers such as alumnae and the general public. Authorities were quoted as to the importance of school newspapers to parents, school officials and the general public, as well as to the students.

One of the chief faults of Massachusetts high school newspapers appeared to be the wide use of slipshod methods in handling advertising. It was disclosed that this was typical however, of many school publications throughout the country. It was suggested that a more intelligent handling of advertisements would bring added revenue to the newspapers.

Circulation figures revealed that only three of the 50 reporting schools published weekly newspapers. However, some reason for the infrequency of publication appeared to be rising printing costs, with many schools reporting the publishing of fewer issues because of high printing prices. It

was pointed out that authorities seemed to agree that high schools should publish their newspapers weekly. However, the investigator pointed out that such a policy in Massachusetts high schools where Journalism is not taught would place an unjust burden upon the already overworked advisers. The investigator suggested that such schools publish their newspapers biweekly.

Makeup in the Massachusetts high school newspapers was rated as good, but it was pointed out that the best examples of makeup did not compare with the best in the newspapers of high schools in other sections of the country. Although a majority of advisers expressed difficulty with the writing of their staff members, the investigator considered the writing well done, but lacking in journalistic style.

In view of a lack of the professional touch in makeup and writing in the high school newspapers of Massachusetts, and a lack of journalistic experience among the advisers, the investigator suggests that professional schools of education, such as the School of Education of Boston University, offer intensive summer school courses in Journalism, aimed directly at high school newspaper advisers and their problems.

The investigator also joins other writers in the field in pointing out that newspaper advisers should receive recognition from the schools for their work, either in lighter teaching loads or added compensation. Such recognition

would undoubtedly draw more able advisers to the field and aid in raising the standards of scholastic publications.

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APPENDIX

TABLE XIII

MASTER SHEET OF ANSWERS FROM INDIVIDUAL SCHOOLS

LEGEND

1. Type of newspaper published by the school:
   LP--Letterpress
   M--Mimeographed
   G--Gelatin process
   O--Offset

2. Frequency of issues:
   W--Weekly
   BW--Biweekly
   M--Monthly
   BM--Bimonthly

3. Approximate total circulation of newspaper.

4. Approximate cost per copy of newspaper.

5. Does the newspaper carry advertising?
   Y--Yes
   N--No

6. Do staff members receive credit toward graduation for work on the newspaper?
   Y--Yes
   N--No

	1.	2.	3.	4.	5.	6.
Abington	M	BW	200	.03	N	N
Adams	M	BM	500	.05	N	N
Amherst	LP	M	400	.10	Y	N
Arlington	LP	M	1200	.05	Y	Y
Athol	LP	BW	500	.05	Y	N
Barre	M	BW	175	.05	N	N

	1.	2.	3.	4.	5.	6.
Brockton	LP	M	1500	.05	Y	N
Brookfield	M	BM	80	.10	N	N
Brookline	LP	M	1300	.10	Y	N
Canton	M	-	210	-	Y	N
Dedham	O	BW	700	.05	Y	N
Fall River	LP	W	1040	.05	Y	Y
Framingham	LP	M	917	-	Y	N
Gloucester	LP	W	8000	.03	N	N
Greenfield	LP	M	410	.12	Y	Y
Hanover	G	BM	90	.05	N	N
Haverhill	LP	BM	1350	.03	N	N
Holyoke	LP	BW	1090	.05	Y	Y
Kingston	M	BM	200	.05	N	N
Lancaster	M	BW	50	.05	N	N
Leominster	LP	W	4000	-	N	Y
Ludlow	LP	M	600	-	Y	Y
Lynn English	LP	BW	1100	.05	Y	N
Malden	LP	BW	1250	.05	Y	Y
Marblehead	LP	M	256	.08	Y	N
Millbury	LP	M	275	.15	N	N
Monson	M	M	175	.05	Y	N
Natick	LP	M	700	.15	Y	Y
New Bedford	LP	BM	1550	.10	N	N

	1.	2.	3.	4.	5.	6.
Newton	LP	BW	1700	.05	Y	Y
Northampton	LP	M	630	.12	Y	N
North Attleborough	LP	M	300	.15	N	N
Palmer	LP	BM	400	.10	Y	N
Pembroke	G	BM	100	.10	N	N
Rockland	M	BM	425	.05	N	N
Shelburne	M	BW	270	.02	N	N
Somerset	LP	BW	200	.10	Y	N
Spencer	LP	-	200	.25	Y	N
Springfield Classical	LP	M	1100	.10	Y	N
Springfield Commerce	LP	W	1150	F	Y	Y
Springfield Technical	LP	BW	2000	.05	Y	Y
Stockbridge	M	BM	135	-	N	N
Taunton	LP	BM	-	.15	Y	N
Turners Falls	LP	M	500	.05	Y	N
Uxbridge	LP	M	475	.15	Y	Y
Wakefield	LP	M	700	.05	Y	Y
Watertown	LP	BW	1200	.05	Y	Y
Westford Academy	G	W	170	.03	N	N
Winthrop	LP	M	500	.13	Y	N
Worcester South	LP	BM	750	.15	Y	N

5 Delaware Place
Brighton, Mass.

The enclosed questionnaire is being sent to selected high schools in Massachusetts which have active high school newspapers. The purpose of the survey is to analyze the high school newspapers in terms of the answers received, the current literature and statistics in the field, and the actual evaluation of newspaper content. The results of this work will serve as a thesis which I am preparing at Boston University.

Will you please cooperate by asking the adviser of your newspaper to fill out the questionnaire. All questions are easily answered with one or two words or a simple check mark. However, comments on any phase of your school newspaper will be welcomed and may be written on the back of the questionnaire or on a separate sheet of paper.

The questionnaire is being sent to you at this time in the school year so that the questions may be answered in terms of the first nearly-normal year of publishing since 1942. Because of the late date it is urged that the questionnaire be returned as soon as possible.

In addition, will you please ask your adviser to enclose a copy of your newspaper when returning the questionnaire. A stamped, self-addressed envelope is enclosed for your convenience.

In no way whatsoever will any school or publication be criticized in this study.

If you desire a copy of the compiled results of the survey, will you please add your name and address on the reverse side of the questionnaire.

The survey is being conducted under the supervision of Dr. Mary Agnella Gunn, Associate Professor of Education, School of Education, Boston University, and Prof. Max R. Grossman, head of the Department of Journalism at Boston University.

Very sincerely yours

A. L. Bradley, Jr.

A. L. Bradley, Jr.

ANALYSIS OF MASSACHUSETTS HIGH SCHOOL NEWSPAPERS

(Conducted by Albert Bradley, Jr., Boston University)

I. GENERAL INFORMATION

A. What is the enrollment for each grade of your school?
Grade 9_____ Grade 10_____ Grade 11_____ Grade 12_____

II. Circulation

A. How often is your school newspaper issued? Weekly_____
Biweekly_____ Monthly_____ Other _____

B. How many issues are printed during the school year? _____

C. What is the approximate circulation per issue? Students_____
Alumnae_____ Others_____

III. Financing

A. How is your newspaper financed? Subsidy___% Subscriptions___%
Activities fee___% Advertising___% Special projects___%
If any other method, please indicate_____%

B. Do you consider your newspaper sufficiently financed? Yes__ No__

C. What is the student subscription price? Free__ Yearly___ Per issue

D. What is the alumnae subscription price? Yearly____ Per issue____

IV. Advertising

A. Approximately, what percentage of the total space in your newspaper is devoted to advertising? _____%

B. Is newspaper staff encouraged to solicit advertising? Yes__ No__

C. Approximately, what percentage of ads do the merchants contribute without being solicited? _____%

D. What is your advertising rate per column inch? _____

E. Do you carry advertising on your front page? Yes___ No____

F. If answer to item E is "yes", is the rate higher for front page advertising? Yes____ No____

G. Would you prefer to carry no advertising in your paper if sufficient funds were available from other sources? Yes__ No__

V. The Mechanics of Production

A. What method of printing is used? Letter-press___Photo-offset___
Mimeograph___Ditto___Lithograph___

B. Is the newspaper printed commercially? Yes___ No___

C. Is any part of newspaper printed in school shop? Yes___ No___

D. If answer to item C is "yes", please indicate what part.
_____

E. Are editors and adviser allowed to work on makeup in print shop? Yes___ No___

F. If you use the photo-offset process, are dummies made up in the school? Yes___ No___

G. Approximately, what is the percentage increase in printers' costs since 1939? _____%

H. Have you been forced to find relief from rising costs in any of the following ways? Please check. Reduction in size of paper___ Fewer issues of paper___Cheaper stock___Change of printers___ Change in printing process___(from_____to_____)

I. How have you raised money to meet the new higher costs of printing Increase in subscription rate___ Increase in advertising rate___ Other_____

VI. Supervision

A. Who supervises publication? Teacher of English___ Teacher of Journalism___ Other_____

B. Is Adviser a graduate of a School or Department of Journalism? Yes___ No___

C. Has the adviser had any professional journalistic experience? Yes___ No___

D. What is the approximate number of hours spent each week by the adviser in work on the newspaper? _____hours

E. Does the adviser carry a lighter teaching load due to his work with the newspaper? Yes___ No___

F. What presents the greatest difficulty in producing the paper? Makeup___Headlines___Writing___Printing___Other_____

VII. Student Participation

A. Are credits toward graduation given for work on paper? Yes__No__

B. Do members of newspaper staff receive any journalistic training in addition to actual work on the newspaper? Yes___ No___

C. Is staff allowed to work on paper during school hours? Yes__No__ (If "yes", how many hours during the week? _____)

D. Are editors chosen by faculty adviser? Yes___ No___

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